



Sahuaro Ranch School

Peoria Unified District

10401 N. 63rd Avenue, Glendale, AZ 85302-1100

ARIZONA
School Report Card
2001-02

Principal: Mr. Craig H. Culley
Schedule: 7:30 AM to 4:00 PM
Web Address: www.peoriaud.k12.az.us/
E-mail: cculley@peoriaud.k12.az.us

Grades: Pre-K-8
2001 Enrollment: 765
Phone: (623) 412-4775
Fax: (623) 412-4786

▼ School Overview ▼

Mission

Sahuaro Ranch Elementary provides a quality learning experience for every child. Our philosophy is easy: "Kids are our business." Our goal is to provide a safe, supportive and fun place to learn and go to school while at the same time providing students with an education that will prepare them to meet the challenges of the 21st Century.

Organization and Philosophy

- w Safe - Caring - Sensitive - Nurturing
- w Loving - Traditional - Stable
- w Reliable - Enthusiastic - Creative
- w Organized - Child Centered

Instructional Programs

- w Regular K-8 Classrooms
- w On-site Special Education
- w Integrated Curriculum/Instruction
- w PI Gifted Program
- w LEAP Reading Enrichment
- w Expanded Learning Opportunities
- w Developmental Preschool Program
- w Kindergarten Enrichment Program

School/Academic Goals

- w Sahuaro Ranch Elementary will continue to increase student achievement on the Stanford 9 by incorporating the essential skills in daily instruction.
- w Sahuaro Ranch teachers, staff and district personnel are working cooperatively to research new and innovative strategies to enhance our current curriculum and improve the technological skills of our students.
- w Faculty and staff will improve their skills in the use of technology to enhance current teaching techniques and strategies in the classroom.
- w Sahuaro Ranch Elementary will continue to address the effective needs of all students by providing a safe and caring learning environment. The site council will address issues concerning safety, student attendance, dress and behavior expectations.

Enrollment

October 1, 2000 School Year Student Enrollment:	837
Accepting New Students in 2001-02 Under Open Enrollment Law ¹ :	Yes
Number of Students Attending Under Open Enrollment in 2000-01:	148

¹ Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

2 School Administrator(s)
 1 Non-certified Employee(s)
 3 Teacher(s)
 4 Parent(s)
 1 Community Member(s)
 0 Student(s)

Council Duties

w Student Achievement
 w Community Surveys and Assessments
 w School Improvement Planning
 w Parent/Educator Relations
 w School Safety
 w Long-range Planning

▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	48.00
Other Professional Staff	4.00	Teacher Aide	12.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	1	0	0
4 to 6 years	4	1	0	0
7 to 9 years	7	4	0	0
10 or more years	25	17	0	0

▽ Shared Responsibilities ▽

School

It is the responsibility of all Peoria School District employees to provide all students with the best learning environment and the best opportunities to learn. In addition to providing safe, attractive school campuses, each school invites and maintains high parent involvement. There are many opportunities for parents to be informed and active in their child's education.

Parents

Parents have the responsibility to act in partnership with the school and work cooperatively with staff members to educate their children. This includes supporting student attendance; monitoring student's completion of assignments; modeling positive attitudes toward learning; attending school activities including parent-teacher conferences and fostering respect toward themselves and property.

▽ Transportation Policy ▽

District policy states that all students in the Peoria Unified School District who ride buses are subject to policies and regulations designed to provide safe transportation. The ride to and from school on our buses is a privilege. Failure to follow school bus rules may result in students losing this privilege. The Peoria School District is genuinely concerned with the safety of all children and drivers while riding in the school bus.

▽ Calendar Information ▽

Number of Instruction Days:	176	First Day of School:	8/20/01
Average Daily Instruction Time:	6 hrs. 30 min.	Last Day of School:	5/23/02

Operates on Traditional Schedule

Report Card Release Dates

10/26/01	1/7/02	3/13/02	5/23/02
----------	--------	---------	---------

Additional Calendar/Report Card Information

The school year consists of two 18-week semesters divided into four nine-week reporting periods. Students will receive a report card at the end of each reporting period. Report cards should be given to parents or guardians for examination. Parents are to sign the report card before it is returned to school.

▽ Resources Available at School Site ▽

Nutrition Programs

Federal food programs available to eligible² students:

Breakfast - Yes Lunch - Yes Summer Food - No

² Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W K-6th Grade Computer Lab	W Technology Lab for 7th and 8th Grades
W Art Classroom	W Open Centrum Area

Extracurricular Activities

W Student Council	W National Junior Honor Society
W Glendale Recreation AM/PM Program	W MEDIA Club
W Builder's Club	W Yearbook Staff
W Outdoor Education Program	W District Sports Programs

School/Community Resources

W Counseling Services	W Crisis Intervention
W Glendale Recreation AM/PM Program	W Health Services
W Westmarc Truancy Diversion Program	W Glendale Police Department
W Glendale Community Park/Library	W Kiwanis Club

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

2000-01 School Achievements/Accomplishments

- | | |
|--|---|
| <p>W Comprehensive support for professional and personal growth among teachers and staff members is promoted by our involvement in early release in-services, literacy breakfasts, conferences, social activities and staff retreats.</p> | <p>W One of our goals was to make improvements on student's daily attendance and tardiness. Through various strategies, we managed to cut our absentee rate by 15% and our tardiness totals by 25% compared to previous years.</p> |
| <p>W The continuation of strategies to improve communication between students, parents, community, school faculty, staff and the district. RE: Weekly staff bulletins, monthly community newsletters, marquee updates, parent/teacher conferences.</p> | <p>W The continuation of community-based activities which encouraged the involvement of students, staff members and the community. RE: Family literacy night, PTA activities, open house, science fair, holiday sing-a-long and sock hop.</p> |

Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.5 %	94.8 %	93.5 %	94.2 %
Transfers Out ³	13.4 %	16.2 %	16.0 %	20.6 %
Transfers In ⁴ : Within District	0.7 %	3.4 %	2.8 %	3.0 %
Transfers In ⁴ : Out-of-District	9.8 %	6.3 %	5.9 %	7.9 %
Promotion Rate ⁵	99.0 %	98.7 %	98.1 %	94.2 %
Retention Rate ⁶	1.1 %	1.3 %	1.9 %	5.4 %
Dropout Rate ⁷	NA			11.1 %
Status Unknown ⁸	NA			6.7 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

³ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

⁴ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

⁵ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁶ Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

⁷ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

⁸ Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Dr. Raymond S. Kellis Award Winner	1998
Pride of Peoria Winner	2000
Leadership in Teaching Award Winner	1997

▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results¹, 2000-01

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	89	519	5%	26%	44%	22%
	State	60969	521	11%	18%	44%	27%
Writing	School	88	534	5%	18%	67%	9%
	State	59929	535	12%	13%	62%	13%
Mathematics	School	89	504	7%	49%	28%	14%
	State	61089	510	14%	29%	34%	23%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale.
 A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	97	507	13%	21%	51%	13%
	State	63518	503	22%	24%	41%	14%
Writing	School	90	532	4%	23%	53%	18%
	State	62270	505	19%	28%	41%	12%
Mathematics	School	100	504	6%	42%	10%	42%
	State	63873	487	17%	43%	12%	29%

Grade 8

Reading	School	108	515	10%	20%	50%	18%
	State	56652	505	23%	20%	40%	17%
Writing	School	107	509	7%	30%	58%	2%
	State	55212	492	17%	41%	40%	2%
Mathematics	School	109	462	30%	54%	12%	2%
	State	56871	454	43%	40%	12%	6%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▼ Academic Achievement Indicators ▼

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	--	--	--	100	66	60
2	Reading	--	--	--	--	--	--	100	66	50	100	63	52	96	62	53
	Language	--	--	--	--	--	--	100	59	40	100	50	43	100	54	44
	Mathematics	--	--	--	--	--	--	100	65	51	100	59	55	100	62	57
3	Reading	98	62	44	95	49	47	100	53	47	96	53	48	92	54	50
	Language	99	66	45	98	50	49	100	50	51	100	55	54	93	58	56
	Mathematics	96	48	41	96	46	46	100	49	49	100	52	52	92	47	54
4	Reading	99	60	52	99	65	53	100	66	54	97	62	54	88	58	55
	Language	99	57	45	99	57	47	100	59	49	92	60	48	88	55	50
	Mathematics	98	62	48	98	56	51	100	60	54	97	62	55	91	55	57
5	Reading	96	63	50	99	67	51	100	70	51	96	64	51	87	56	51
	Language	97	58	40	99	60	42	100	67	44	96	58	45	82	59	45
	Mathematics	97	62	47	99	66	51	100	71	54	97	75	55	89	68	57
6	Reading	99	61	52	97	56	53	100	64	54	91	63	53	94	57	54
	Language	99	55	40	97	48	41	100	54	44	93	53	44	94	57	45
	Mathematics	99	64	54	97	63	57	100	61	59	91	65	60	94	73	63
7	Reading	98	66	52	92	65	52	100	61	53	99	63	52	93	61	53
	Language	98	63	49	90	68	52	100	67	54	99	62	54	90	71	55
	Mathematics	97	54	50	90	56	53	100	65	55	97	57	56	93	59	58
8	Reading	95	70	54	100	63	54	100	71	54	90	59	53	1	--	55
	Language	95	67	45	99	62	46	100	66	49	95	57	49	99	73	50
	Mathematics	94	63	50	98	56	52	100	55	54	90	55	56	99	63	58

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	64	51
Grades 3-4	75	77
Grades 4-5	54	85
Grades 5-6	63	69
Grades 6-7	76	70
Grades 7-8	*	*

*Less than 10 students matched

**No information available

***Not applicable

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at www.ade.az.gov/ResearchPolicy/chapps/.

School-level Efforts to Ensure a Safe and Orderly Environment for Learning

The Sahuaro Ranch community recognizes that a safe school environment is necessary for positive student learning and achievement. A strong discipline program, positive rewards and recognitions, and high staff and parent visibility all work together to create a safe and orderly climate.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

1

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,855	\$2,337,050
Classroom Supplies	\$28	\$23,198
Administration	\$297	\$242,985
Support Services-Students	\$465	\$380,596
Other Support Services and Operations	\$752	\$615,220
Total Expenditures- All Categories 1999-2000	\$4,397	\$3,599,050

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 1999-2000 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

Total Amount Awarded to School District/Charter Holder \$1,486,464.72 [\$36.02 per Student x Enrollment (ADM)].

Trigger Fund Usage for Classroom Enhancement *

NDS

* Information is self-reported by the district and is unaudited.

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	Craig Culley	(623) 412-4775	
Transportation Policy	Steve Highlen	(623) 486-6006	
Community Resources	Jim Cummings	(623) 486-6040	
School Nutrition Programs	Willie Gentry	(623) 487-5183	
Parent Organization	Parent/Teacher Association	(623) 412-4775	
Student Health/Nurse	Margaret Mabie	(623) 412-4778	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

"The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."